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ABSTRACT

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time together to help break the cycle of poverty and illiteracy. This report describes the Even Start program in Colorado, including evaluation questions and methods. The report also presents evaluation results from the first year of implementation of a system of coordinated local evaluations, with both quantitative results and family stories to illustrate the educational and self-sufficiency gains made by Even Start families. The report includes a cost-benefit analysis comparing the cost of providing Even Start services to the amount of money saved by a decrease in educational and social services needed by and provided to families. Key findings include: (1) 100 percent of Event Start teen parents enrolled in high school stayed in high school, with 50 percent graduating; (2) 19 percent of all Even Start parents earned a GED or high school diploma; (3) 67 percent of Even Start children in primary grades demonstrated academic performance at or above grade level; (4) 24 percent of Even Start parents improved their employment status; and (5) almost $60,000 in tax dollars were saved by a decrease in the services Even Start families received. The report concludes with recommendations for future steps toward improving Even Start in Colorado. Two appendices contain the evaluation instrument completed by local programs for the state-level evaluation and a description of the assessment instruments used in the evaluation. (KB)

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Colorado Even Start

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1997-1998 Progress Report

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Pedro's and Michael's Story

Pedro works the night shift at a dog food factory in a community about 20 miles from his home. He is a line manager. The night prior to his morning ESL class when he was interviewed, Pedro worked from 6:00 p.m. to 5:00 a.m. He often works overtime and comes to class with very little sleep. Pedro has five children ranging from seven-years-old to high-school age.

Pedro had been in the **Even Start** program for three months. He learned about the program from a paper his seven-year-old son brought home from school. His son handed him the paper and said, "Here, Dad, now you can go to school." Pedro wanted to learn more about writing in English so he decided to enroll in the program.

Pedro was asked what changes he had seen in himself since being in the program. He said, "I've been doing better in my job. Before, when I couldn't say something or understand something, I would get blocked up. My boss would keep talking and talking and I wouldn't understand anything. I'd get blocked. Now, I look for another way. I ask my boss to explain or to talk slower."

Michael, Pedro's son, is in the accelerated reading program at Tozer Primary School. His reading teacher is the **Even Start** parent educator. She visits Michael and his family at home. Michael reads very carefully and enjoys finding out what will happen next in a story. Pedro works with Michael at home on his reading, and Pedro has begun volunteering in Michael's class. Pedro said this makes Michael feel good and makes him try harder on his work.

The story illustrates changes in the life of a Colorado **Even Start** family over the past year. This ***Progress Report*** contains other such stories, as well as information on educational and self-sufficiency gains made by **Even Start** families. It includes a cost-benefit analysis comparing the cost of providing **Even Start** services to the amount of money saved by a decrease in educational and social services needed by and provided to families this year. The report ends with a broad look at the information presented, and offers recommendations for future steps toward improving **Even Start** in Colorado.

COLORADO EVEN START
1997-98 Progress Report

Prepared by Beckie Anderson
for the
Colorado Department of Education
December 1998

Background

The purpose of **Even Start** is to help break the cycle of poverty and illiteracy. This goal is accomplished by improving the educational opportunities of low-income families with limited education. **Even Start** programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time together. The program is funded through the U.S. Department of Education and administered by state governments.

During 1997-98, there were six fully funded **Even Start** programs in Colorado which implemented family literacy services. The programs are located in Windsor, Denver, Colorado Springs, Trinidad, Durango and Glenwood Springs.

The Windsor Family Literacy Program received a planning grant in 1996-97, and obtained full implementation funds during this past year. Headed by the Windsor School District (Weld County School District RE-4), the Windsor Family Literacy Program operates in collaboration with Right to Read of Weld County.

The Colorado Coalition For the Homeless, an **Even Start** site for four years, is located in Denver, north of downtown. Colorado Coalition for the Homeless, the fiscal agent, collaborates with the HIPPY program through Clayton College. This site serves homeless families.

The Colorado Springs program, El Paso County Center for Family Learning, is in the second year of receiving **Even Start** funding. El Paso County School District #11 collaborates with El Paso County School District #2 and the Community Partnership for Child Development (Head Start and the Colorado Preschool Program). Together these partners operate three family literacy sites in the county.

Trinidad State Junior College **Even Start**, located in Trinidad, has been an **Even Start** program for five years. In collaboration with Las Animas County School District #1, it serves families in Trinidad and in the nearby community of Aguilar.

In the southwest, Southern Ute Community Action Program (SUCAP) has served families through **Even Start** for five years. La Plata County School District #9 collaborates with SUCAP. Program sites are located in two

elementary schools and in an alternative high school in the Durango area.

Colorado Mountain College, based in Glenwood Springs, received a full implementation grant this year to open the Roaring Fork Valley **Even Start** Program. In collaboration with Garfield County School District #1, three **Even Start** sites serve families in Basalt, Carbondale and Glenwood Springs.

It is important to keep in mind that two of the six programs contributing to this report are new sites. According to the ***National Evaluation of the Even Start Family Literacy Program 1996 Interim Report*** (Tao, Khan, Gamse, St. Pierre and Tarr), it typically takes new programs "six months or more in program development before they begin enrolling families and even more time before all key program elements are in place" (p. 8). D. Powell (1994) also states, "the program implementation literature indicates that new family support programs require enormous amounts of time to reach a stable level of operation, generally from one to three years" (p. 462). Clearly, the new sites will demonstrate less of an impact on family gains than the established sites.

Evaluation Questions and Methods

Questions for looking at progress for Colorado **Even Start** families were developed within the context of the national **Even Start** evaluation and local program evaluations. The ***Colorado Progress Report*** attempts to compliment the national evaluation rather than repeat it on a smaller scale. For example, the ***Colorado Progress Report*** looks at more incremental gains toward family progress, when compared to the current national evaluation. It also reviews costs and benefits based on the cost of services in Colorado.

The ***Progress Report*** was designed to provide information that would be useful to local program coordinators as they build collaborations and seek additional funding. It also provides information which supplements local evaluation reports. The local evaluation process focuses on program quality. This report focuses on participant gains and includes a cost-benefit analysis.

Local Program Evaluations

For the first time this year, local evaluations of **Even Start** programs were coordinated through a statewide system. The following question guided this process:

- How can local programs effectively support family gains in education and self-sufficiency?

The ***Guide to Quality for Even Start Family Literacy Programs*** (Dwyer, 1997) was used as the key document for defining the standards of effective **Even Start** programs.

Programs were assigned to be evaluated on an every-other-year schedule. Only first-year programs received evaluations this year.

Peer assistance teams were a key feature of the evaluation design. Teams consisted of an independent evaluator and two staff members from two different **Even Start** programs in the state. Staff from **Even Start** programs not receiving 1997-98 local evaluations participated on two teams for local evaluations. The same evaluator coordinated the teams and served as a team member for all the local evaluations conducted this year.

During a two-day site visit, peer assistance teams observed program operation and conducted focus groups or interviews with participants and staff. The team then presented commendations and recommendations to the staff. Each site visit also involved informal discussion and problem-solving with staff and team members.

As a follow-up to the site visit, the evaluator wrote a report summarizing focus group and interview information, program observations, participant success stories, and the commendations and recommendations from the team. Program staff and team members had the opportunity to review the report draft and negotiate changes with the evaluator prior to the final report being sent to the Department of Education.

Colorado Progress Report

The following questions guided the design of the ***Colorado Even Start Progress Report***. They are based on the goal of **Even Start** to expand educational opportunities of families and break the cycle of poverty.

- What educational gains did adults achieve?
- What educational gains did children achieve?
- What self-sufficiency gains did families achieve?

To provide useful information to the state education agency and the local programs, the report also addresses these questions:

- How many families were served?
- How often did families attend **Even Start** programming?
- What was the cost of serving these families?
- What family changes resulted in tax-dollar savings through decreased dependence on educational and social services?

The evaluator designed a data collection form and distributed it to program coordinators and

the state **Even Start** coordinator for review. Program coordinators provided recommendations for changes to the form during a lengthy discussion at a quarterly meeting. The form was subsequently revised. It asked for information such as number of families served, assessment scores, and gains achieved by parents, children and families (see Appendix A - **Colorado Progress Report** Data Form). Coordinators completed these forms in July of 1998 for families served during the 1997-98 program year.

For the purposes of completing the **Progress Report** form, sites were asked to count only those families enrolled in their programs for one month or more. The evaluator, state coordinator, and local coordinators have since determined that what constitutes an **Even Start** family should be more specifically defined. For future **Colorado Progress Reports**, families will be counted only after they have participated in 30 hours of **Even Start** programming, which has included a minimum of seven hours of each: adult education, early childhood education, parenting support, and PACT (Parent and Child Together) time.

The Colorado **Even Start** program staff were not asked to use any common participant assessments for the purposes of this report. For example, programs were not required to use the Preschool Inventory (PSI) to measure the educational gains of participating preschool children. Instead, staff were asked to identify assessments they used over the past year and the results. Twenty-four different assessments were used by the six programs. No single assessment was common to all programs. Due to this high degree of variation, scores from these assessments cannot be compiled in any meaningful way. See Appendix B for a list and brief description of the assessments used by programs.

Participant stories shared in this report are the result of interviews conducted with participants during local evaluations of the first year programs. One story came from research done for the ***Colorado Even Start Update*** on collaboration with Title I.

Evaluation Results

The national evaluation reports on **Even Start** consistently have shown that **Even Start** programs serve the intended population: undereducated, low-income families (St. Pierre, Swartz, Gamse, Murray, Deck and Nickle, 1995; Tao et al., 1998). These recognizable needs of participants (under-education and low income) are being addressed through the provision of core services provided by **Even Start**: adult education, early childhood education, parenting support, and PACT time.

It is important to acknowledge that **Even Start** does not provide these services in isolation. Many factors come into play in relation to family change. This report reviews changes in Colorado families participating in **Even Start**. This is not to suggest that **Even Start** is the sole reason for these family changes. Numerous supports, formal and informal, can work together for families. It is beyond the realm of this report to address all factors which could be influencing Colorado **Even Start** families. Family changes and progress reported here are based on the families' participation in **Even Start** as one support factor in their lives.

How many families were served in 1997-98?

Colorado **Even Start** programs served 226 families during the past year. These families included 256 adults, 220 preschool children, and 72 children in the primary grades (K-3). Of the adults served, 16% were teen parents and 34% spoke English as a second language.

How regularly did families attend Even Start programming?

Thirty percent of participating families attended 80% or more of the of **Even Start** core activities. Another 30% participated in 70% of **Even Start** core activities. Thirty-three percent participated in 60% of **Even Start** core activities. In other words, most families attended the majority of the time. One-third of the families took full advantage of **Even Start** with consistent attendance (80% or more).

What educational gains were achieved by adults in Even Start?

Marie's Story

Marie participated in an interview during the **Even Start** alternative education class. She is a nineteen-year-old who dropped out of high school during her senior year due to a high-risk pregnancy for which bed rest was prescribed. She had an emergency Caesarean section and her daughter was born weighing under three pounds. Her daughter was hospitalized for one month due to prematurity.

After her life stabilized, Marie decided to take the GED test and was unable to pass. She learned about the Windsor **Even Start** program from her cousin who was attending the program. She knew she needed some help to get her GED, so she decided to drive from her home in Greeley to attend the program. She is very close to passing all her GED tests after being in the program about three months. She has already made plans to work with the Adult Educator on learning more about taxes and insurance after she gets her GED. When asked how her life would be different if she were not attending the **Even Start** program, Marie said, "I'd still be stuck taking those tests over and over again."

Marie described how much she liked the parenting classes that she took through the **Even Start** program. She said she had learned the importance of taking time for herself. She also liked the class sessions on massaging babies and on career information. She said she thought she was a good mother.

Marie plans to move in with her brother and sister-in-law in a nearby town. She will take care of their children during the day. She would like to enroll in a community college and take classes at night. Her brother and sister-in-law have agreed to take care of her daughter during her classes. She does well in science and would like to pursue a degree in nursing.

Parents attending Colorado **Even Start** programs achieved the following educational gains during the 1997-98 program year.

- 24% advanced in ABE training (from beginning to intermediate ABE, or from ABE to GED preparation).
- 19% earned a GED or a high school diploma.
- 10% enrolled in higher education or a training program.
- 21% of ESL parents advanced in English training (from beginning to intermediate, intermediate to advanced or advanced to ABE).
- 100% of teen parents enrolled in high school stayed in high school.
- 50% of teen parents in high school graduated.

Of the 19% of adults earning a GED or a high school diploma, 16% earned a GED. This compares to a national average of 10% of **Even Start** participants earning a GED, as reported in the ***1996 Interim Report*** of the national **Even Start** evaluation (Tao et al.). (Please note that the national statistic of 10% and the Colorado statistic of 16% is a percentage of all adults in **Even Start**, many of whom were not seeking a GED).

Even Start participants who speak English as a second language also demonstrated educational gains. Twenty-one percent moved from beginning to intermediate ESL, intermediate to advanced ESL, or from ESL to ABE.

According to legislation, **Even Start** programs may serve teen parents who are enrolled in

high school or who have dropped out of high school. Of the teen parents served in Colorado, one-third were enrolled in high school when they entered the program. All of these teens remained enrolled in high school through the year. Of all those enrolled, 50% graduated from high school.

What educational gains were achieved by children in Even Start?

Tina's Story

Tina is a sixteen-year-old mother. Her daughter, Kayla, is nineteen months old. Tina left high school to have Kayla. Child care was expensive and hard for her to find. She also did not want to leave her daughter in child care seven hours a day while she was in school. Tina learned about **Even Start** from her technician at the WIC (Women, Infants and Children) food program in Colorado Springs.

The following excerpt is from a letter Tina wrote about her experience with **Even Start**

> *I'm able to bring Kayla (daughter) with me and she has her own classroom. Not only do they watch her for me, but she's learning as well. I know she's only nineteen months old but I can tell she has gotten so advanced in her learning skills. She learns new words, songs, pictures of animals, and playing with others. Kayla loves learning about textures, and building blocks. The class is really good for me too. We have a program called PACT and it helps me learn as well as helping teach Kayla. Before, I never really was interested in reading to myself or others. Now thanks to PACT, I know reading to my child is important in her learning process. I can see by the words I am reading to her and the pictures on the page help her understand what things are around her.*

Children participating in **Even Start** achieved the following educational gains:

- 45% of preschoolers were functioning at age-appropriate levels of development.
- 67% of children in the primary grades (K-3) demonstrated academic performance that was at or above their grade level.
- 100% of children in the primary grades (K-3) passed to the next grade level.

Of the 100% of **Even Start** children who were passed onto the next grade, some children were passed because of district policies. Many of the Colorado school districts served by **Even Start** programs have a policy or practice of not retaining students (holding children back to repeat the same grade due to poor performance or immaturity). Students in these districts who are not meeting their grade-level expectations are passed onto the next grade and given additional support. Other districts in Colorado use retention with students who are not meeting grade-level expectations.

Children whose families participate in **Even Start** are automatically eligible for Title I services through their school. Typically, these services include support in reading and math. Many of the elementary schools which Colorado **Even Start** children attend have schoolwide Title I programs. This means that individual children are not identified for support services. Instead, all children in the school receive the benefit of Title I funds (e.g., Title I funds may be used to hire additional teachers for classrooms, to provide professional development, and/or to provide additional resources and materials).

The other method for providing Title I services in a school is referred to as targeted assistance. With this method children are identified as needing additional support, and services are provided to only these children. Of the **Even Start** children attending targeted assistance schools, 21 were not identified as needing Title I services.

Finally, **Even Start** children demonstrated gains in reading. Twenty-one children, mostly those in first grade, moved from being non-readers to reading independently. These children represent 29% of the total number of children served in the primary grades (K-3), many of whom were already reading independently.

What self-sufficiency gains were accomplished by families in Even Start?

The Perez Family's Story

Rafael and Lupe had been participating in **Even Start** for about three months. They have two children, a four-year-old and a seven-year-old. They live in a small town where they attend an **Even Start** program two evenings a week at the middle school. They also attend another **Even Start** program available in a nearby town on two different evenings each week. They want to attend **Even Start** classes four nights a week so they can learn English more quickly.

Lupe said everything has changed for her since she began learning more English. She described getting along better with her kids. They ask her to read to them in English at home, and now she is more able to do this. She is no longer afraid to talk with her children's teachers and she volunteers at her children's school. She is also no longer fearful of going to the store or the post office.

Rafael said that before taking English classes he could not communicate with anyone. Now, he sometimes speaks English at home. Rafael expressed appreciation that the ESL teachers treat them well.

Rafael and Lupe report that their children speak a lot of English. Lupe said, "They have learned faster than we did."

The following gains in self-sufficiency were accomplished by **Even Start** families over the past year.

- 24% of parents improved their employment status (obtained part-time or full-time employment, a better job or a promotion).

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- 5% of parents reduced the public assistance they were receiving or stopped receiving it altogether.
- 7% completed a computer training course.

In smaller numbers, families made other meaningful gains.

- Five parents obtained driver's licenses.
- Five parents got library cards.
- Two families moved from group-living situations into apartments.
- Two parents bought cars.
- One parent entered a branch of the armed services.
- One parent obtained citizenship.
- One child returned to her family from foster placement.

Cost-Benefit Analysis

As **Even Start** families improve their education and workplace skills, they often become less dependent on other social and educational services such as public assistance. These changes can be viewed as beneficial in and of themselves as families become more self-sufficient and create more choices for themselves. These changes can also be seen as beneficial to society from a financial viewpoint: as families decrease their use of services, tax dollars are saved.

Some of the decreased use of public services are unrelated to **Even Start**. For example, families are not receiving public assistance for as long due to welfare reform laws. And, in some cases, a decreased dependency on services is not a positive change for families–for instance, when a family stops receiving public assistance and parents subsequently are not earning enough money to meet their family's basic needs.

The tax savings outlined in this section are presented based on the premise that, the

majority of the time, decreased dependence on public services is a benefit for families. This benefit can be the result of improved education and job opportunities.

The following tax saving figures are presented as savings during a one-year period. In many cases, these savings could be projected into the future and multiplied over a number of years.

What was the cost of serving Even Start families for 1997-98?

As a federal program, **Even Start** money is budgeted by Congress and administered by the U.S. Department of Education. The U.S. Department of Education provides state allocations for **Even Start**. The states oversee a competitive grant process for awarding funding for local **Even Start** programs.

During 1997-98, the Colorado Department of Education disbursed $539,425 to six community collaborations for funding **Even Start** programs which in turn implemented service delivery for families. Coordinators typically combine **Even Start** funds with other funds and in-kind donations to run their programs. In 1997-98, federal funds for Colorado **Even Start** programs averaged $2,387 per family. This compares to a national average, from two years earlier, of $2,689 per family (Tao et al., 1998).

What family changes resulted in tax-dollar savings through reduced dependence on educational and social services?

During this year, five **Even Start** families stopped receiving public assistance. The average TANF payment to a Colorado family in 1998 was $320 per month[1]. This adds up to an annual savings of $19,200 for five families. An additional ten **Even Start** families reduced the amount of public assistance they were receiving this year.

One **Even Start** child returned to her family from foster placement. The average cost of out-of-home placement in Colorado during fiscal year 1998 was $988 per month[2], resulting in an annual savings of $11,856.

Of the **Even Start** children eligible for Title I services in non-schoolwide schools (targeted assistance schools), 21 children did not receive Title I services this year. The average cost of providing Title I services to each child in Colorado during the 1996-97 school year was $1,047[3]. This is a savings of $21,987 for 21 children. Another two **Even Start** children graduated from Title I services during the year because they no longer needed the extra assistance.

One **Even Start** child was removed from special education services during this year. The average cost of providing special education services to a child in Colorado schools during 1995-96 was $4,537[4].

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There are other potential savings, associated with Colorado **Even Start** families, which are less obvious. For example, all the teen-age **Even Start** parents enrolled in high school stayed in high school during the past school year. Although it cannot be said that these teens stayed in high school solely because of services they received (e.g., parenting support and education, and early childhood education for their children), **Even Start** did support them in staying in high school. Each high school drop-out in the nation costs an estimated $500,000 in tax-dollars over his or her lifetime (this is a conservative estimate calculated in 1985 to include education, social, legal and health services[3]). In contrast, the average cost of educating one student through the traditional public education system was $5,343 this year in Colorado[6].

Another potential savings associated with Colorado **Even Start** families relates to student retention. **Even Start** provides educational support to children from birth through the primary grades (K-3). **Even Start** also assists parents in helping their own children in school. These services support children in meeting grade-level expectations and being passed onto the next grade. Retention costs can be estimated from the average annual per-pupil educational cost. This cost in Colorado was $5,343 for 1996-97 (this is the average amount a district spends on operational costs to educate one student, not including transportation). So, this amount of money was saved for each child who was passed on to the next grade.

Finally, there are potential savings with public assistance for **Even Start** families. **Even Start** parents receive educational services such as help in earning a GED and receiving English instruction. They also get assistance with job-related skills such as computer literacy, workplace literacy, resume writing and job-hunting skills. This support can assist people in getting off public assistance. It can also reduce the likelihood that families will ever begin receiving public assistance. For one family remaining off public assistance (TANF), there is an estimated savings of $3,840 for one year.

Savings from **Even Start** participants reducing dependence on public assistance, and not needing foster placement, Title I and special education services add up to almost $60,000. This is 11% of the 1997-98 allocation for Colorado **Even Start** programs. Other potential savings due to parents not dropping out of high school, children not being retained, and parents improving their education are enormous.

1, 2 Statistic provided by the Colorado Department of Human Services

3, 4, 5, 6 Statistic provided by the Colorado Department of Education

Conclusion

Powell (1994) points outs that "evaluations suggest that family support programs can be modestly but not overwhelmingly successful." Is this because programs truly have mixed success? Or because "family success" is so difficult to measure?

Most would agree that national evaluations of **Even Start** have shown no more than modest success. One exception would be the National Center for Family Literacy report, ***The Power of Even Start Family Literacy*** (Hayes, 1997), which was based on only high-quality programs. The national evaluations of **Even Start** have included all programs or a cross section of programs. Currently, supplemental descriptive studies of high-quality programs are being conducted as part of the national evaluation. These studies may better reflect **Even Start** success.

Does **Even Start** show modest success because by design, the families served are stressed with the work of raising infants, toddlers and young children? Or is the modest success the result of evaluating all programs, even those not providing the intensive services which have been shown to be related to program effectiveness (St. Pierre, 1995)?

For this first ***Colorado Progress Report***, all six fully-funded and implemented Colorado **Even Start** programs were included. These ranged from one-year-old to five-year-old programs. The progress reported here for **Even Start** families is varied.

The following are key findings of this report:

- 100% of **Even Start** teen parents enrolled in high school stayed in high school. Fifty percent of these graduated.
- 19% of all **Even Start** parents earned a GED or high school diploma.
- 67% of **Even Start** children in the primary grades (K-3) demonstrated academic performance that was at or above their grade level.
- 24% of **Even Start** parents improved their employment status.
- Almost $ 60,000 in tax dollars was saved by a decrease in the services **Even Start** families received. There were additional indirect savings.

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Recommendations

The following recommendations are based on information gathered for this report and from the first year of implementation of a system of coordinated local evaluations for **Even Start**.

- This report shows substantial progress for teen parents enrolled in high school. **Even Start** services should continue to target teen parents. These services should include support for remaining in high school and graduating.
- Colorado **Even Start** programs have a slightly lower current federal funding cost per family as compared to the national average two years ago (see page 11). With the continued emphasis on intensity of services, programs are being asked to do more with less. Just as local programs should continue to seek out local funding sources, so should state administrators seek additional funding options. Lower federal funding and increased intensity of services also impact salary levels for program staff. Asking programs to increase intensity of services raises the risk of wages being reduced for program staff. As is known from the field of child care, low wages will eventually impact all levels of program quality and effectiveness.
- Demonstrating program impact and family progress may be more effectively accomplished by using evaluation techniques designed for programs like **Even Start**. For example, Results Mapping may allow for the varied family self-sufficiency gains (see pages 9 and 10) to be reported in a more consistent and meaningful way. Results Mapping would also allow program staff to document the endlessly unique types of progress made by families.

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APPENDIX A

COLORADO EVEN START
1997-98 Progress Report

The following information will be used for a state level evaluation of **Even Start**. In addition to completing this report, please enclose a copy of your ESPIRS summary report from the national Even **Start** evaluation. This form and the summary report are due on July 31, 1998.

Number of families served this year (include those enrolled for at least one month):_____
Number of adults served: _____
Of the adult participants, how many are teen parents?_____
Of the adult participants, how many speak English as a second language?_____
Number of preschool children served:_____
Number of school-age children served:_____

ASSESSMENTS: **List each of the assessments used by your program, explain what the assessment measures and what the score indicates.**

NAME OF ASSESSMENT	EXPLANATION OF WHAT IS MEASURED	EXPLANATION OF SCORE
Ex. PSI	The Preschool Inventory measures knowledge of information typically taught in a preschool classroom.	The score indicates the number of items answered correctly out of 32.
1)		
2)		
3)		
4)		
5)		
6)		
7)		

ASSESSMENT SCORES: **For each of the assessments listed in the previous table, complete the following information**

ASSESSMENT	GIVEN TO	NUMBER ASSESSED	AVERAGE PRETEST SCORE	AVERAGE POST TEST SCORE	NUMBER SHOWING PROGRESS
Ex. PSI	Children, ages 3-5	21	23	28	19 out of 21
1)					
2)					
3)					
4)					
5)					
6)					
7)					

POSITIVE OUTCOMES FOR FAMILIES

Indicate the number of parents who achieved the following educational outcomes during this program year:

_____Participated in 60% of **Even Start** core activities

_____Participated in 70% of **Even Start** core activities

_____Participated in 80% or more of **Even Start** core activities

_____Moved from Beginning to Intermediate ABE*

_____Moved from Intermediate ABE to GED Preparation*

_____Completed the Adult Diploma Program

_____Earned a GED

_____Stayed enrolled in high school (for teen parents)

_____Moved from Beginning to Intermediate ESL*

_____Moved from Intermediate to Advanced ESL*

_____Achieved Colorado ESL level of competency (received Colorado Certificate of Accomplishment)

_____Enrolled in higher education

_____Enrolled in training program

_____Other (please specify)_____

_____

* Beginning Adult Basic Education (ABE): 0-5.9

* Intermediate ABE: 6-8.9

* GED Preparation: 9.0+

* Beginning English as a Second Language (ESL): Instruction designed for adults who have limited or no proficiency in the English language. Instruction emphasizes listening and speaking.

* Intermediate ESL: Instruction designed for adults who have some competence in communicating in English. Instruction in reading and writing is introduced along with continued emphasis on speaking and listening.

* Advanced ESL: Instruction designed for adults who are able to communicate in English but who need instruction in usage. At this level emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing are integrated with speaking and listening.

Indicate the number of children who achieved the following educational outcomes during this program year:

_____Preschoolers functioning at age-appropriate levels of development

_____School-age children working at or above grade level

_____Began reading independently

_____Attended school 60% of the time

_____Attended school 70% of the time

_____Attended school 80% or more of the time

_____Passed to the next grade level

_____Did not receive Title I services (for children attending Title I Targeted Assistance schools)

Indicate the number of participants who achieved the following self-sufficiency outcomes during this program year:

_____Reduced public assistance

_____Stopped receiving public assistance

_____Children returned to parents from foster placement

_____Employed part-time

_____Employed full-time

_____Obtained citizenship

_____Obtained a driver's license

_____Entered a branch of the armed services

_____Stopped receiving other forms of assistance (please specify)_____

_____

List other self-sufficiency outcomes and the number of participants who achieved them:

1.	#
2.	#
3.	#
4.	#
5.	#
6.	#

APPENDIX B

Assessments used by Colorado Even Start Programs

ADULT ASSESSMENTS

Tests of Adult Basic Education (TABE) measure skills in reading, math computation, applied math, language and spelling. The score indicates grade-level equivalents.

CAT (California Achievement Test) measures vocational and comprehensive reading level for adults. The score indicates a grade-level equivalent for each component.

Basic English Skills Test measures listening comprehension, communication and fluency for English as a Second Language speakers. Scores indicate student performance level at beginning, intermediate or advanced.

Comprehensive Adult Student Assessment System (CASAS) assesses adult life skills for English as a Second Language speakers.

Steck Vaughn Pre GED assesses the ability to pass the GED in each of the 5 disciplines. The score indicates a projected score on the actual GED test.

High School Grade Point Average measures student performance in high school course work.

Minnesota Multi-Phasic Inventory (MMPI) measures cognitive/emotional developments (trends toward personality analysis).

Beck Depression Inventory measures depression in adults. Score shows severity of depression and indications for treatment.

Mental Status Evaluation measures a variety of skills to assess mental health functioning. This measurement assists in selection of other services for participants.

Alcohol and Drug Assessment is used to determine if an adult is abusing alcohol or other drugs.

Intelligence Quotients (I. Q.) measure intellectual functioning, with scores under a certain level indicating developmental delays.

FAMILY ASSESSMENTS

Life Stress Measure assesses key events for stress levels and life events.

Home Screening Questionnaire assesses a child's home environment for factors which may depress a child's development.

Parent Entrance and Exit Survey on Family Reading, Writing and School Interaction measures literacy activities in participant's homes. Pre and post-test scores are compared.

Domestic Violence Screen assesses severity of domestic violence and the dangerousness of perpetrator to participant. This screen is used as a tool for identifying participant's stage in the cycle of violence.

CHILD ASSESSMENTS

Denver Developmental Screening Test measures general developmental abilities in children from one month to six years. Scores are reported in caution areas.

Dial R measures basic preschool skills.

Peabody Picture Vocabulary Test (PPVT) measures the receptive vocabulary of children ages three to seven.

Early Learning Accomplishment Profile (ELAP) assesses the overall development of children from birth to six years of age. Assessment is ongoing and can be used for developing individual goals.

Early Screening Inventory (ESI) measures general educational knowledge of children ages three to five.

San Diego Quick Reading Assessment measures reading level of elementary students, providing a grade-level score for decoding words and reading words in context.

Jane Daniels measures writing ability, including mechanics and content, of children in K-4th grades.

Marie Clay is a diagnostic tool for letter identification, concepts about print, writing and vocabulary of children in K and 1st grades.

Math Checklist measures math knowledge of children in K and 1st grades.

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